




ACE presentation – Global writing and literacy and ICT initiatives

2014 - Karen Yager Knox Grammar School



Whose learning?

A photograph of two male students in a library. The student on the left is wearing a white long-sleeved shirt and a dark tie with a small pattern. The student on the right is wearing a light green short-sleeved shirt and a blue tie. They are both looking down at papers on a wooden table. The student on the right is holding a blue pen. In the background, there are bookshelves filled with books. The text 'Whose learning?' is overlaid at the top in large white letters. A quote is overlaid at the bottom in white italicized text.

'validating and authorising them to represent their own ideas, opinions, knowledge and experiences throughout education in order to improve our schools' (Fletcher 2005).

Teaching and Learning

- Teaching for understanding
- Explicit literacy strategies
- Personalising the learning
- Technology for creativity
- Symphony of pedagogical approaches
- Rich and varied resources
- High expectations
- Assessment *for, as* and *or* learning
- Explicit teaching of academic writing skills
- Global connections
- Student voice
- Data



Transforming the Curriculum

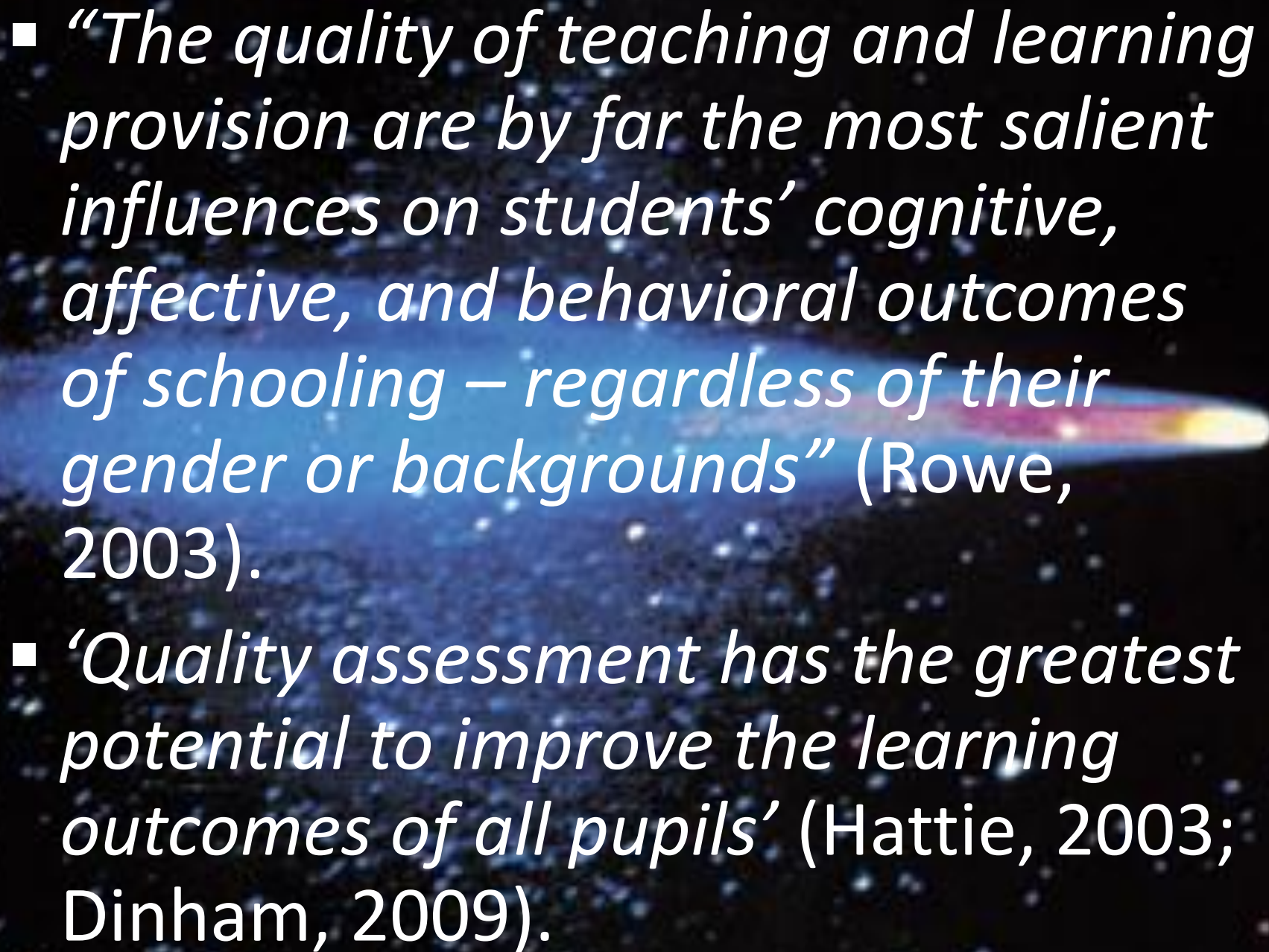
20th Century Learning

- Teacher centred
- Sage on the stage
- Passive learning
- Working in isolation
- Text-book driven
- Fragmented curriculum
- Literacy is the 3 R's
- Print driven
- Regurgitation of facts
- What to learn

21st Century Learning

- Student centred
- Activator, coach and mentor
- Active learning
- Learning collaboratively with no borders
- Information highway
- Integrated curriculum
- 3 R's and multi-literacies
- Technology rich
- Culture of learning
- How to learn



- 
- A comet with a bright, multi-colored tail (yellow, orange, red, and blue) streaks across a dark, starry night sky. The stars are small, white dots of varying brightness.
- *“The quality of teaching and learning provision are by far the most salient influences on students’ cognitive, affective, and behavioral outcomes of schooling – regardless of their gender or backgrounds” (Rowe, 2003).*
 - *‘Quality assessment has the greatest potential to improve the learning outcomes of all pupils’ (Hattie, 2003; Dinham, 2009).*

Global Writing Project

weWrite

Global competitions marked by teachers and students!



Join schools from across the world in a Global Writing Project that will enable teachers and students to share ideas, strategies and [exemplars online!](#)

Contact Karen Yager – yagerk@knox.nsw.edu.au

Unleashing Creativity

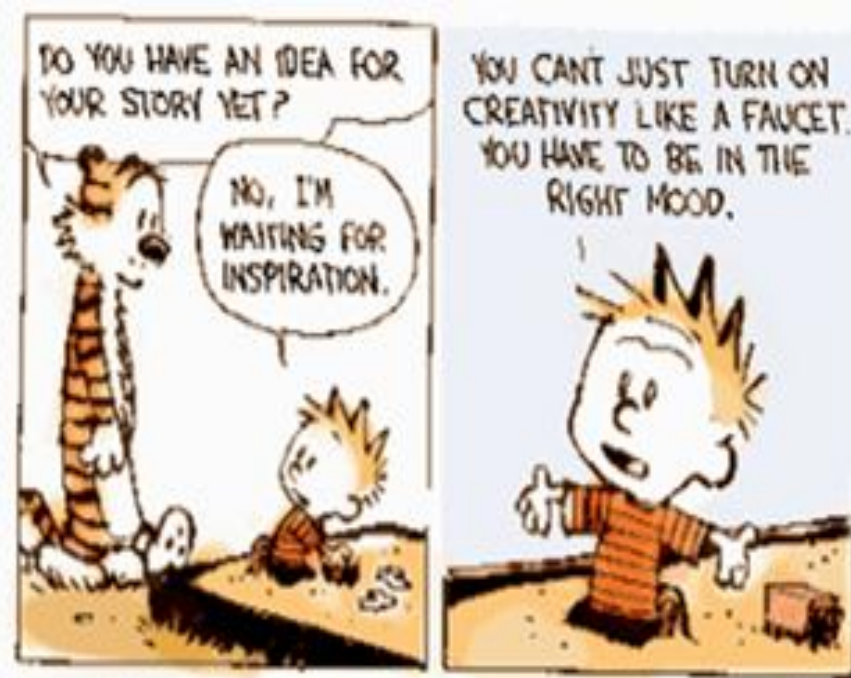
“Creative skills aren’t just about good ideas, they are about having the skills to make good ideas happen” (Collard).



Creativity & Academic Excellence

Rufus Black (2013) asserts that creativity flourishes when:

- a specific goal is provided
- there are clear guidelines
- tasks are action oriented
- a task is relevant and time-bound.



Influential Factors

- Confidence and courage: essential skills and knowledge
- Pedagogy: The resources, the art of teaching and strategic questioning
- Collaborative learning strategies and the flow
- Balancing assessment *of, for* and *as* learning and the *feed-forward* provided
- Connected learning across disciplines
- Global connections
- Student voice

Motivation



High expectations

Mirror neurons:

- *'few educators understand exactly how to use the Pygmalion effect or self-fulfilling prophecy as a purposeful pedagogical tool to convey positive expectations'* Tauber (1998)
- Cooley (1999) – looking glass – we see ourselves as others see us.



High Expectations

*‘Schools that establish high expectations for all students and provide the support necessary to achieve these expectations have high rates of academic success’
(Bernard 1995).*



Engagement

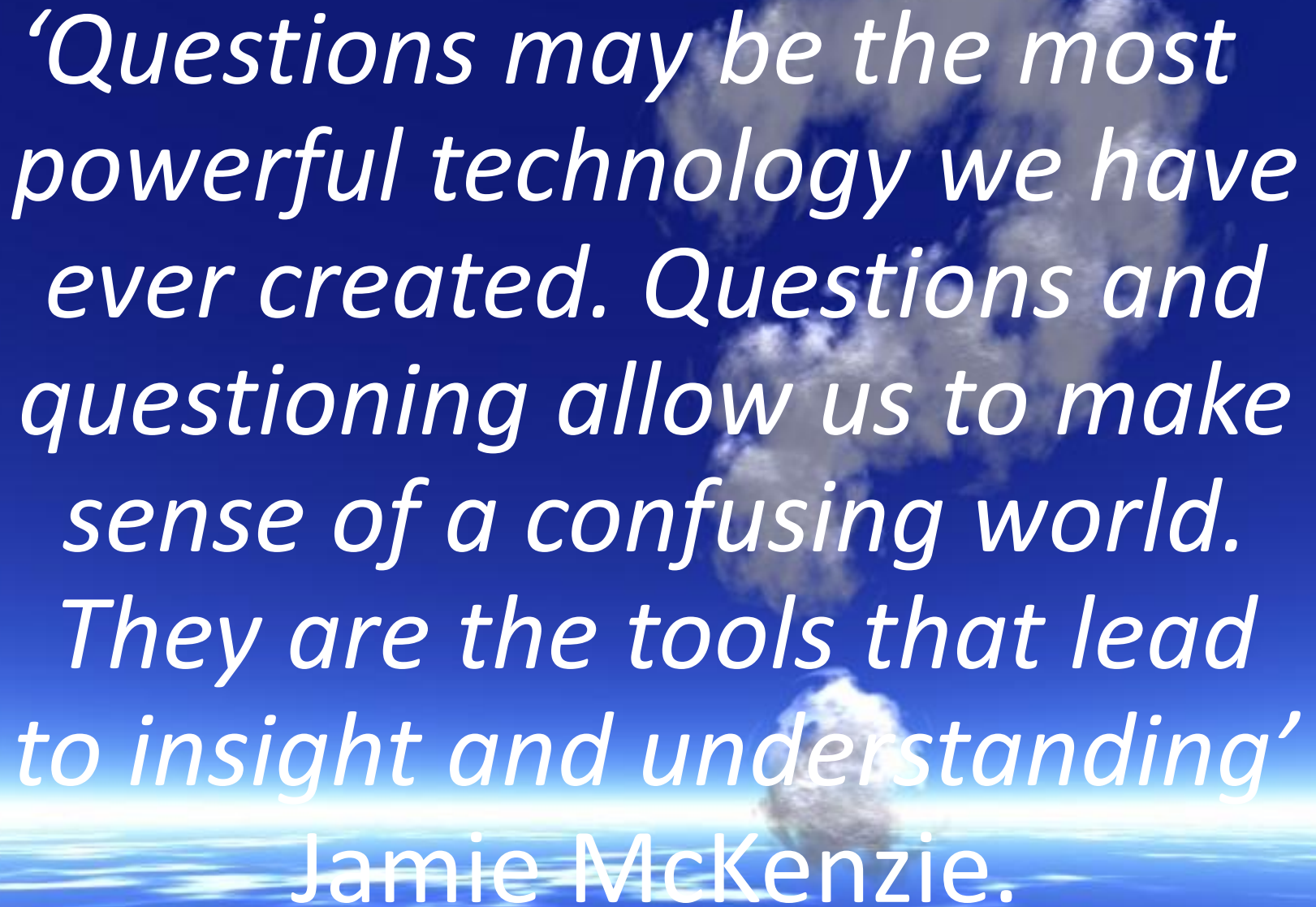
A surrealist painting depicting a person in a white coat standing on the pages of a large, open book. The person is looking out over a vast, mountainous landscape that appears to be a continuation of the book's content. The mountains are rugged and covered in greenery, with a winding path visible. The sky is filled with soft, white clouds. The overall scene suggests a deep connection between the written word and the natural world.

- Environment
- Resources
- Teaching strategies

A dramatic seascape with waves crashing against a rocky shore. The sky is filled with white, billowing clouds, and the water is a deep blue-grey. In the foreground, dark, jagged rocks are partially submerged in the shallow, rippling water. The overall mood is powerful and awe-inspiring.

Confidence and Courage

- Essential skills and knowledge
- Models, scaffold and exemplars

The background of the image is a vibrant blue sky with wispy white clouds. A bright, glowing light source, likely the sun or moon, is positioned on the horizon, creating a lens flare effect and illuminating the clouds from below. The overall scene is serene and inspiring.

‘Questions may be the most powerful technology we have ever created. Questions and questioning allow us to make sense of a confusing world. They are the tools that lead to insight and understanding’
Jamie McKenzie.

Design

- *“Teaching is the art of asking questions” Socrates.*
- Questions are not just devices to evaluate specifics of learning but a means of actively **promoting conceptual thinking, deepening learning and understanding.**
- Questions can be more powerful than answers.
- Teaching is about designing the learning environment



ASK

TO LEARN, LEARN TO ASK

Flip Learning

- Students taking responsibility for their own learning
- Provide the content and resources
- Students generate the questions
- *'If children aren't asking questions, they're being spoon-fed. That might be effective in terms of getting results, but it won't turn out curious, flexible learners suited to the 21st century'* Guy Claxton.



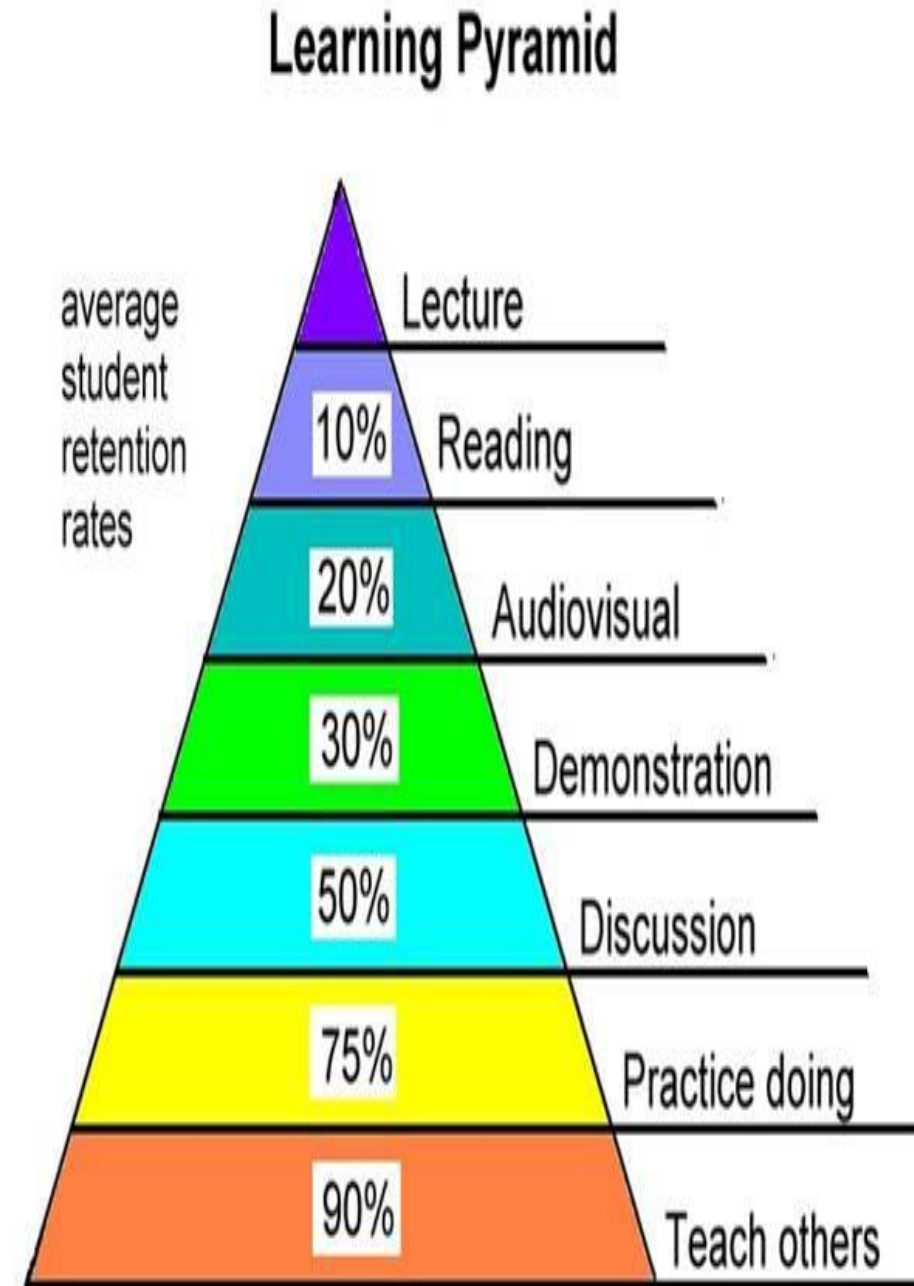
Creativity through assessment

- Balancing traditional and authentic assessment.
- Torrance asserts that when learning is connected to the real world this will '*Create the desire to know*'.
- Craft (2005), Runco (2003) and Williamson & Payton (2009) have demonstrated that motivation is a powerful activator for creativity.



Higher-order Tasks

- Investigation
- Critical thinking
- Active learning
- Collaborating and sharing
- Problem solving
- **Teaching others**
- Evaluating and reflecting



Source: National Training Laboratories, Bethel, Maine

Peer Assessment

- *“When students are more active participants in the whole process, then feedback is likely to be most useful to students’ learning” (Hattie & Timperley, 2007).*
- *“When students get to see other students’ work it deepens understanding of the learning goals” (Nicol, 2008)*



Feed-forward

- Precise
- Strategic
- Timely
- Frequent (Holmes & Papageourgiou, 2009)
- Encourages students to make the difference and do resubmits



Imaginative Writing



Haptics

- The act of writing is a complex cognitive process relying on intricate perceptual sensorimotor combinations.
- The physical action of forming letters while writing by hand is important in helping the brain to remember the letters that are written.
- Mangen and Velay 2012



Art of Writing

- Writing is a craft that can be learned and transformed to become artistry!
- Explicitly focus on how language sounds and feels



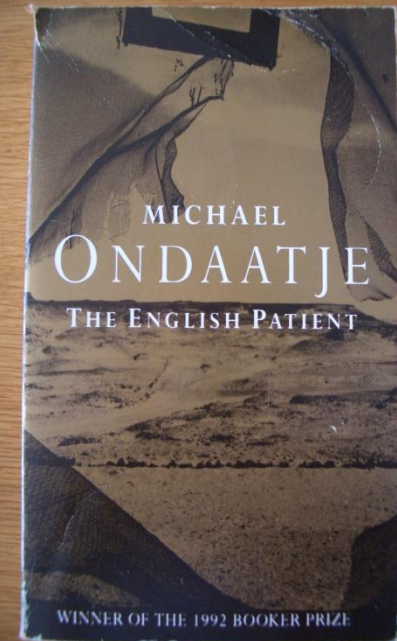
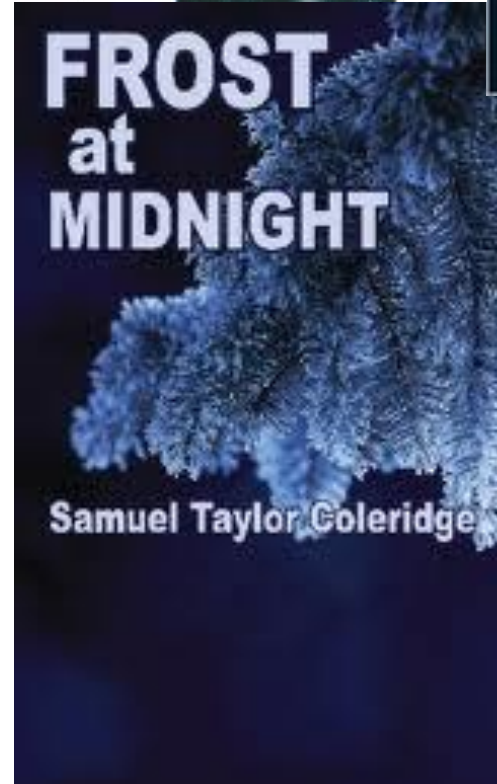
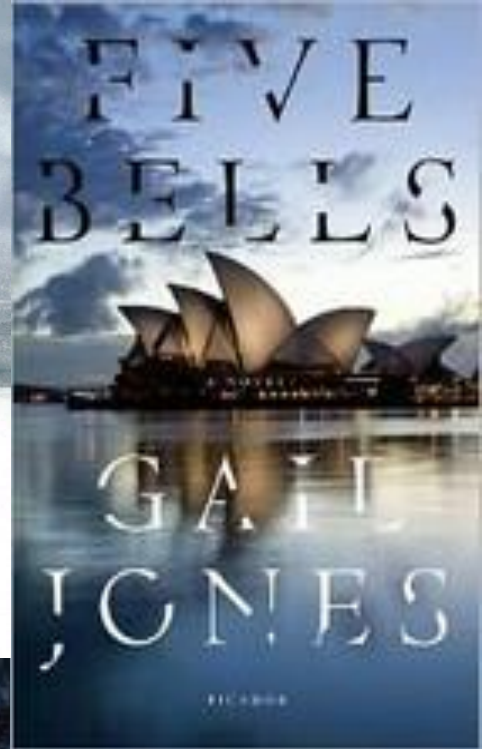
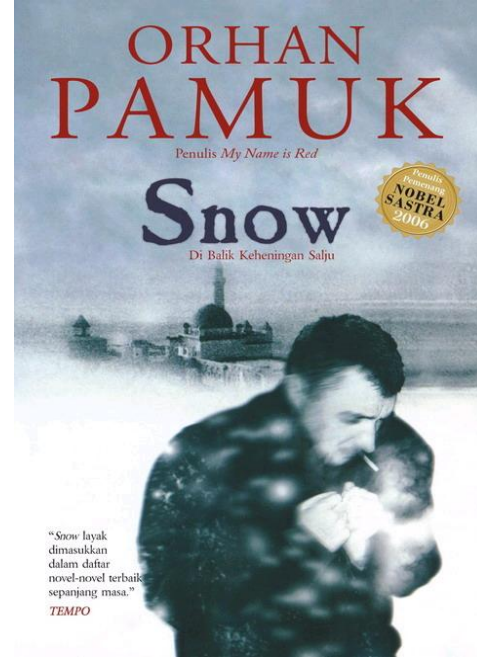
Writing Process

- **Confidence & courage:** Having the ideas and getting started
- **Inspiration:** Images, models, rich texts and exemplars
- **Planning:** Graphic organisers to shape the ideas
- **Meaning and ideas:** Originality and insight
- **Craft to artistry:** The writing process and the voice
- **Collaboration and Reflection:** Peer and self-evaluation and critical reflection



Experiencing Texts

- Plethora of extracts focused on a theme or concept
- Artistry
- Form and structure
- Cafes – students as experts analysing texts
- Found texts – stealing lines
- Emulating styles, such as Winton



Artistry

■ Mechanics:

- Syntax: varying length and beginnings
- Lexical density
- Imagery: figurative devices
- Sound: the vowels and consonants, and syntax
 - euphony, discordance, disruption
- Verbs not adjectivous



The verbs

- ***Let the Great World Spin* – Colum McCann**

*The orange streetlight from the window **latticed** him as he crossed the floor at a clip.*

- ***Gabriel's Oboe* – Jason Oh**

*Composed, he **breathes** life into the oboe. The melancholy melody fills the room, **swirling** around the child. He **pours** out his desires, his fears, his delights; the music softly **croons** its reply. They **dance** through valleys of shadow, **comforted** by the other's presence.*

Structure & Syntax

Paragraphing:

- Deliberately drives the pace, topic sentences, varying paragraph length such as a single sentence paragraph

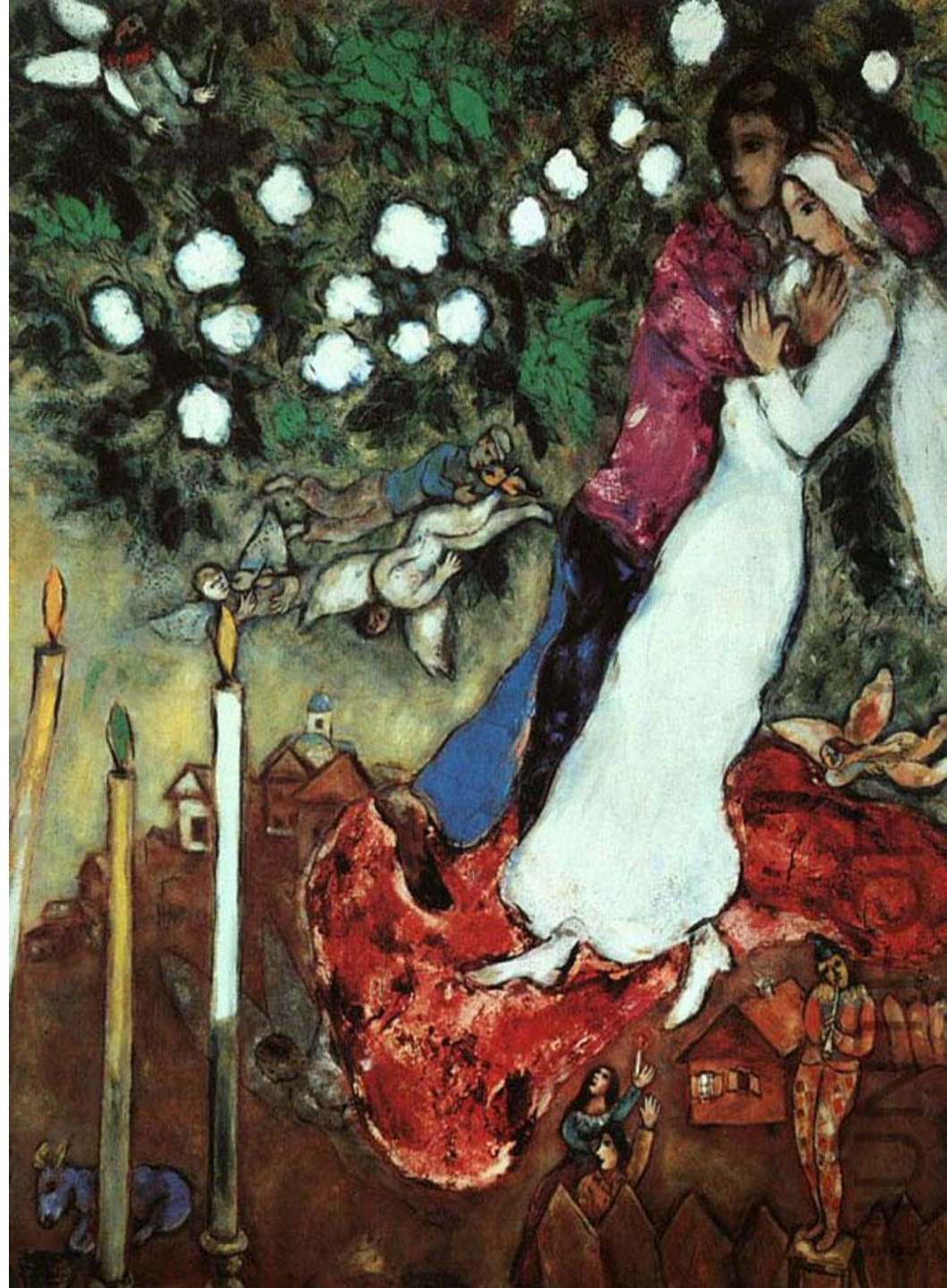
Sentences:

- Lexical density and variety of beginnings and length, such as: complex, simple, compound, exclamatory and declarative sentences





- The art of the first and last lines!
- The details
- Verbal cinema: They could open their response with an extreme close-up and then draw back to a medium shot, and so on.





Artistry

Voice:

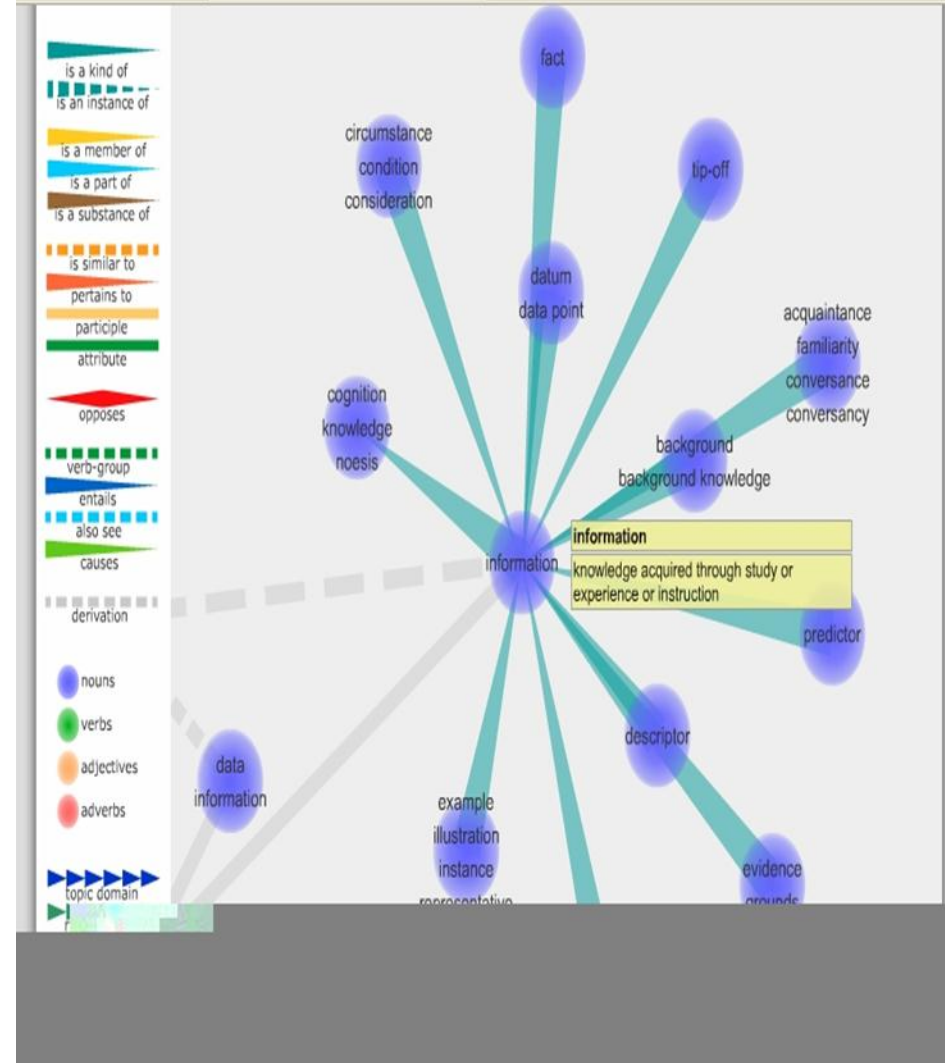
- Writing from experience
- Conviction
- Word choice
- Look into the mirror
*'Life, like a dome of
many-colored glass,
Stains the white
radiance of eternity'*
(Percy Bysshe Shelley
'Adonais').



'He starts to play. I gaze in fascination at his perfectly curved fingers and the flowing movements of his arms. His hands glide effortlessly over the keyboard whilst his core sways to and fro with the tempo of the music. The increasing dynamic stature, chromatic dissonances and the unresolved chord progressions – typical of my grandfather's naturalistic compositional style – lure me into the music. I am struck by the sheer dynamism of his posture; his entire self is devoted to the release of passion through the weaving of his beautiful melodies, working to achieve a work of absolute perfection far surpassing Chopin's Etude. Notes on a page are being transformed into passions and emotions. The fire crackles with nervous excitement.'

Vocabulary

- **Visuword:**
<http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.
- <http://www.vocabulary.com/>



Grammar

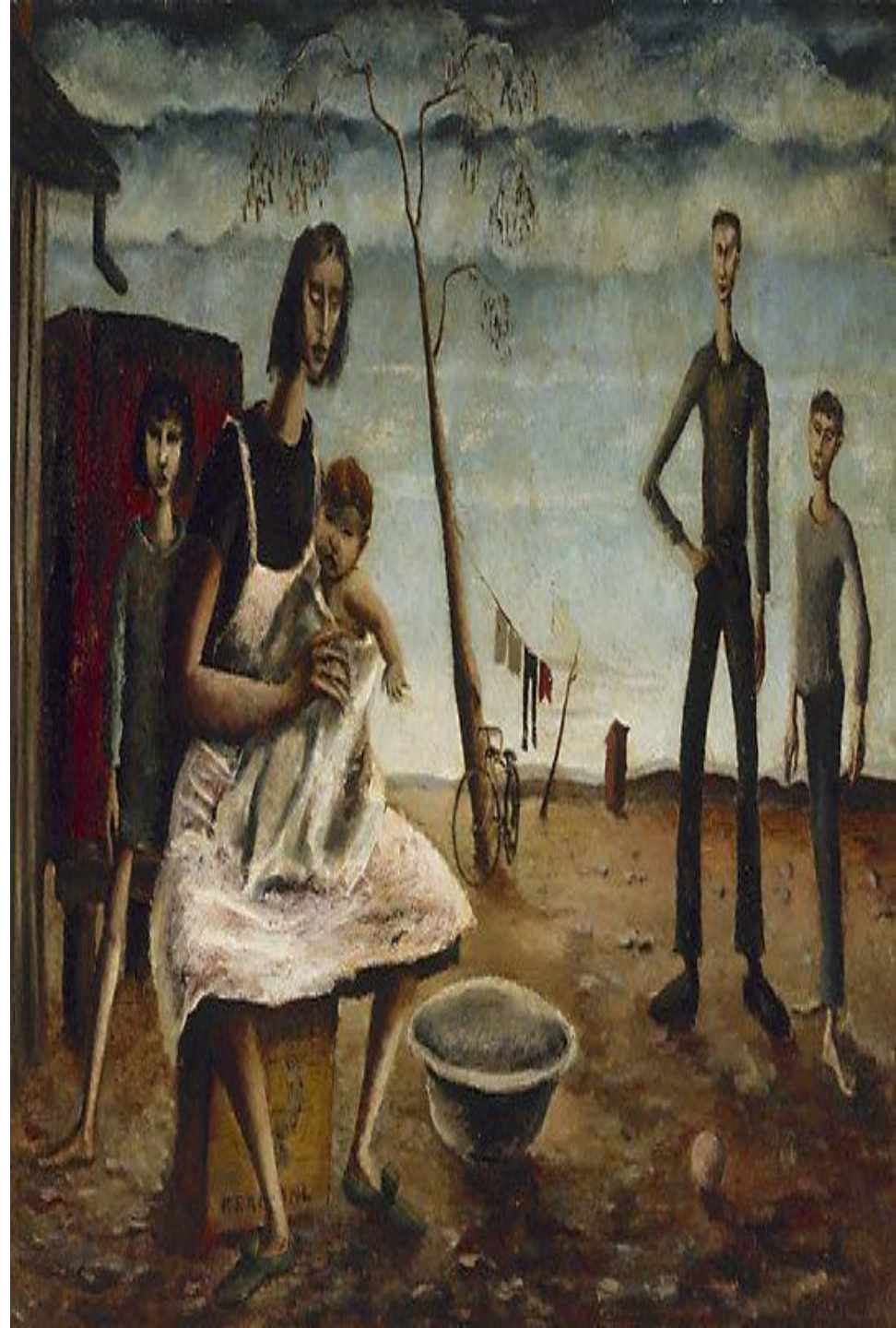
- **Grammar Skills:**
<http://www.bbc.co.uk/skillswise/words/grammar/>
- **Grammar Ninja:**
<http://www.kwarp.com/portfolio/grammarninja.html>
- **Grammar Monster:**
<http://www.grammar-monster.com/index.html>
- **Cyber Grammar:**
<http://www.cybergrammar.co.uk/index.php>



“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”

Characterisation

- Idiosyncrasies
- Complexity
- Perspectives and values
- Back story
- How they move and act in the setting
- Dialogue and voice
- Relationships
- Actions and consequences



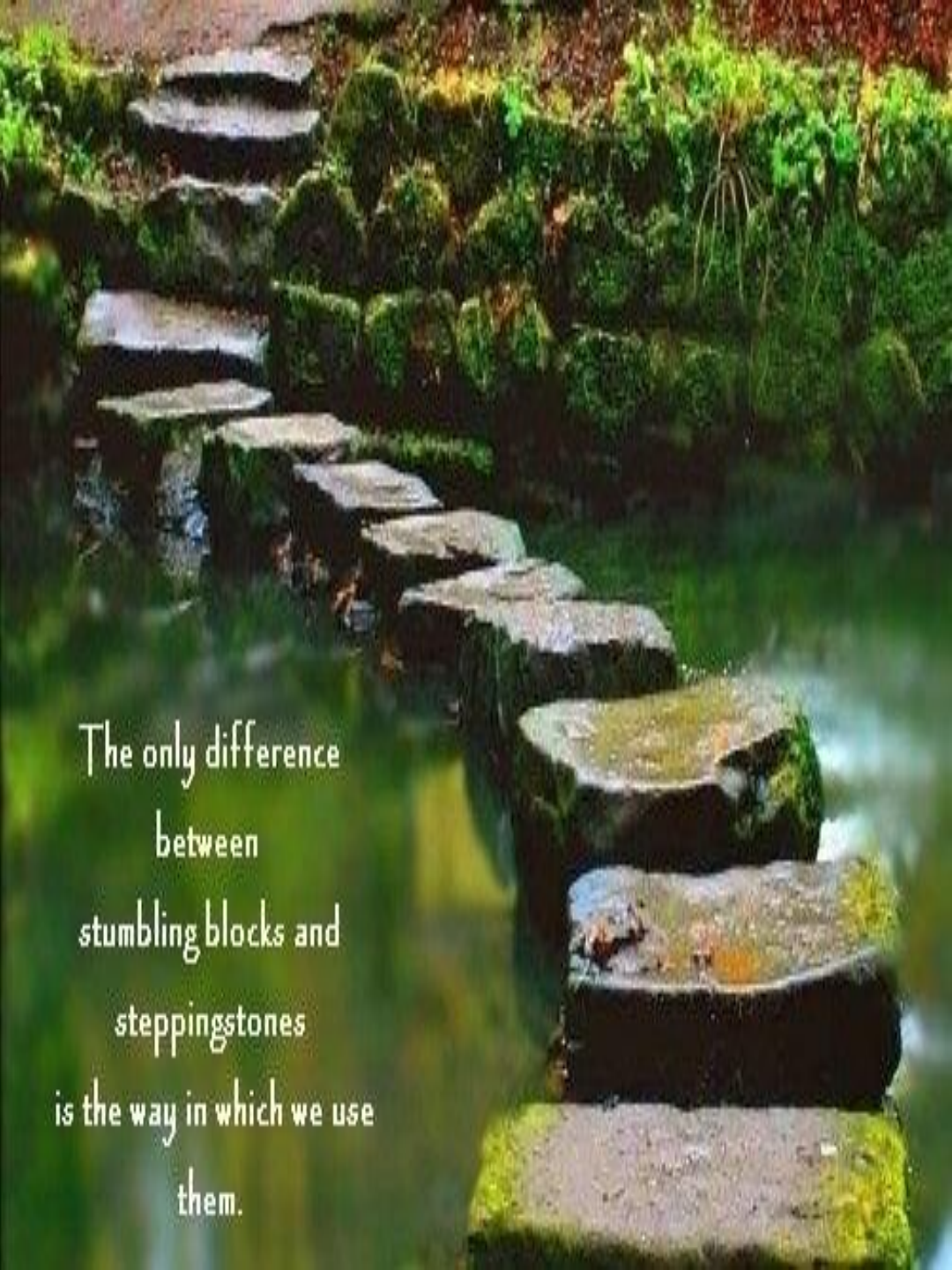
Characterisation

- Rich texts
- Archibald portraits - <http://www.artgallery.nsw.gov.au/prizes/archibald/>
- Images from the net: http://travel.nationalgeographic.com.au/travel/your-faces-of-the-world-photos/#/mursi-man-ethiopia_39901_600x450.jpg
- Dialogue – Hot seating



Ideas

- Sharing rich and engaging texts with the students.
- Sentence of the week: A different purpose each week.
- Listening to audio recordings and delighting in the use of language.



The only difference
between
stumbling blocks and
steppingstones
is the way in which we use
them.

Drama

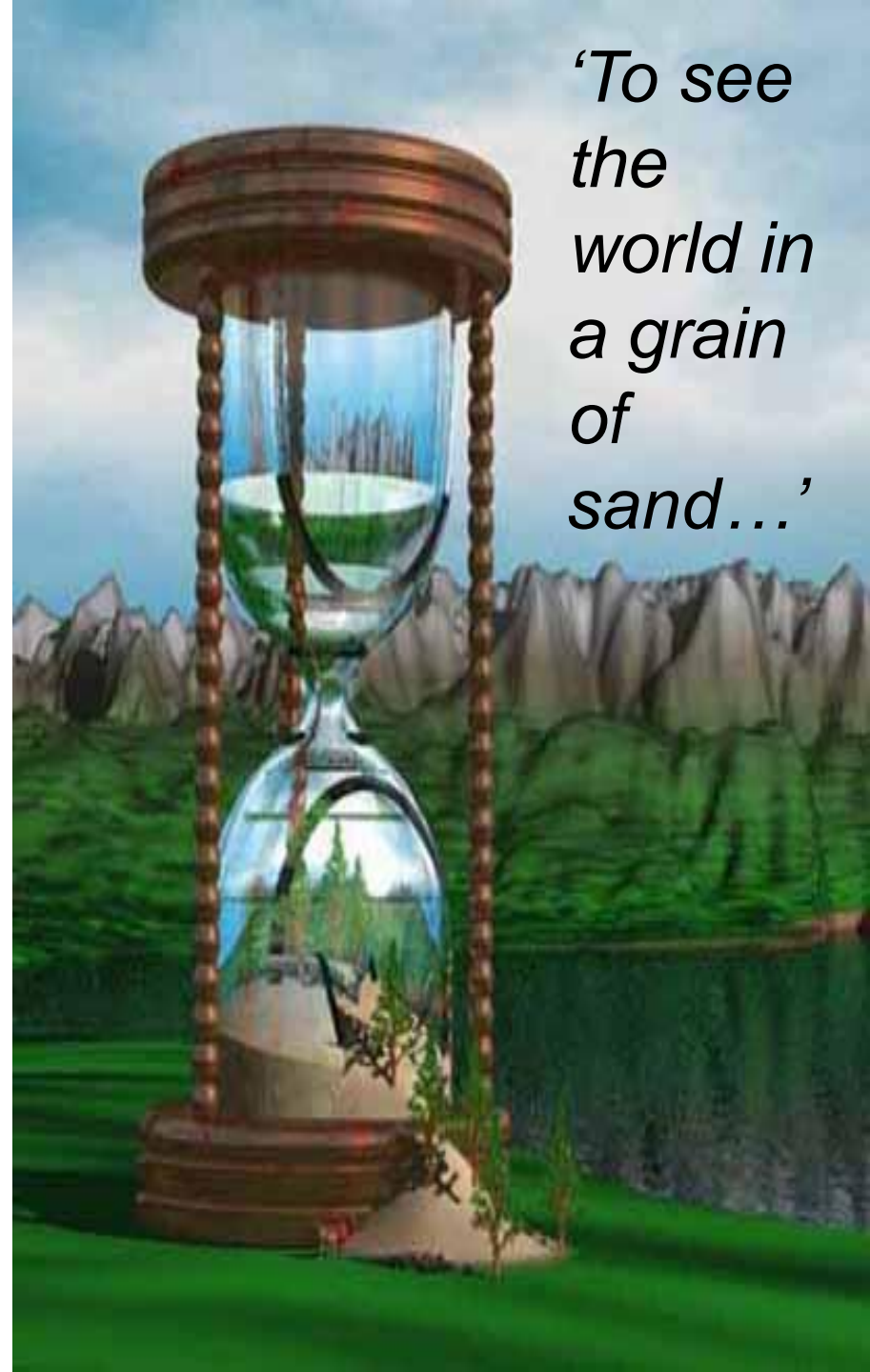
- **Props:**
 - A roll of Aluminium Foil: Can be moulded into pieces of jewellery, armour, or can turn someone into a robot.
 - Several pairs of Sunglasses and Eyeglasses- A pair of glasses will help an actor get into character more easily, and will also cause one to gesture more meaningfully if he is holding it.
 - A Mirror- It could be used for writing a story about alter egos or a journey to another place.
 - Puppets
 - Hats- e.g., a bowler, a beret, a beanie with a spinner on top, a big floppy lady's hat, and a fedora.



Poetry

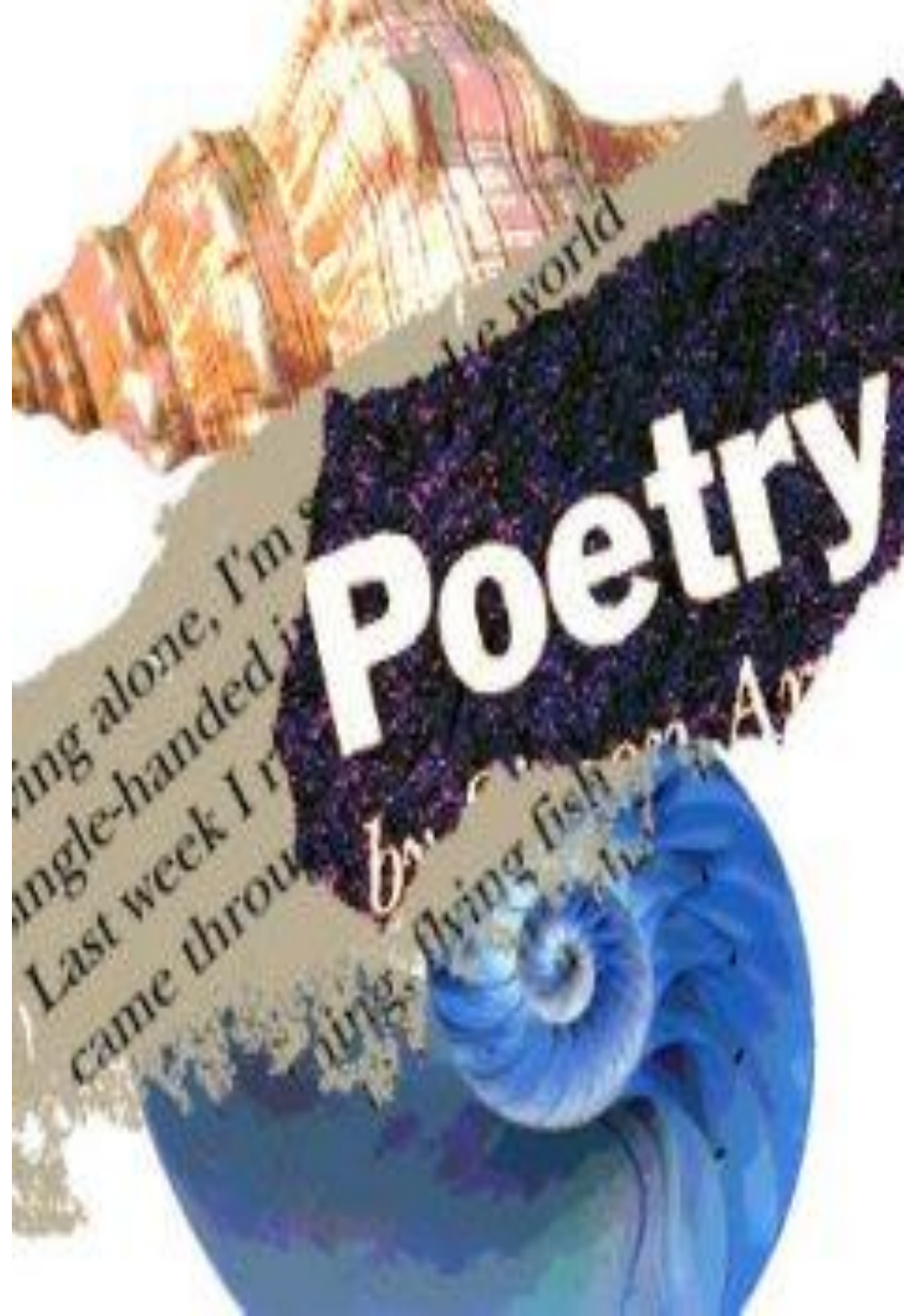
- *'The writing and representation of poems allow students to express their feelings and thoughts imaginatively and to experiment with language.'*
- Distillation of language focuses students on the craft of writing!
- Sound and rhythm of words demand attention
- Haiku
- Found poems

*'To see
the
world in
a grain
of
sand...'*



Poetry

- Found poems created in word – *'paw through popular culture like sculptors on trash heaps'*
- Digital poems with images
- Podcast poets
- **Instant poetry:**
<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>:
students can create poetry at this site.

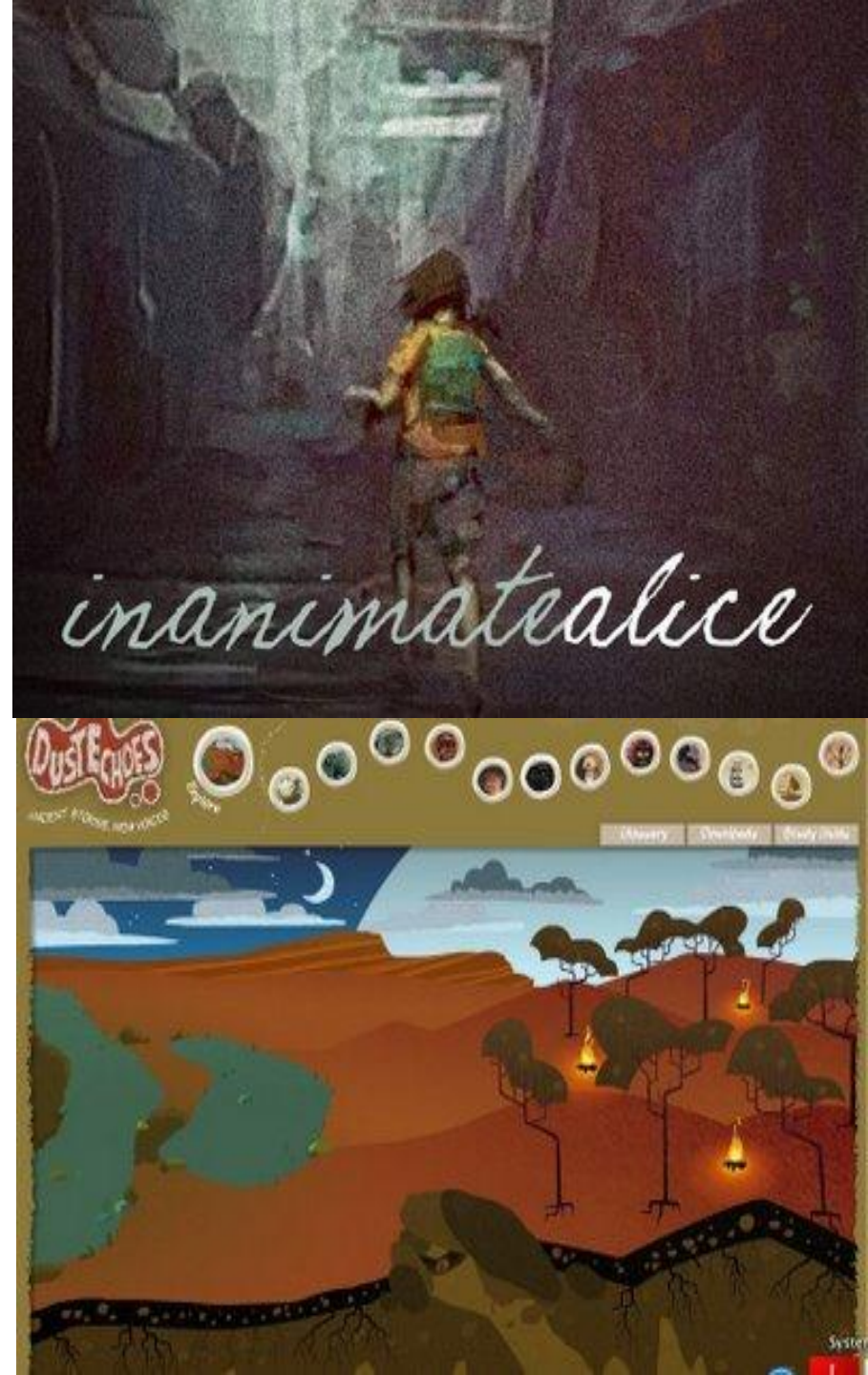




Technology and Creating Texts

Inspiration

- **Inanimate Alice:**
<http://www.inanimatealice.com/>
- tells the story of Alice, a young girl growing up in the first half of the 21st century in China
- **Dust Echoes:**
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations beautifully illustrated of Aboriginal myths.
- **State Library of Victoria: Mirror of the World: Books and Ideas:**
<http://www.mirroroftheworld.com.au/> - amazing images and extracts from texts to inspire writing.
- <http://www.magickeys.com/books/>: A plethora of multimedia stories for all ages.



Inspiration

- **Build your wild self:**
<http://www.buildyourwildself.com/>
- create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki:** <http://www.voki.com/> - create an avatar for a blog story or students can play with the crafting of a character. The students can add setting, clothing and even record their character's voice.
- **The Hero's Journey:**
<http://www.readwritethink.org/files/resources/interactives/herosjourney/> - planning for a hero's journey narrative and the elements of the hero's journey.
- **Create an Online Story:**
<http://storybird.com/create/>



Planning

- Graphic organisers -
<http://www.spicynodes.org/>
- A word cloud to brainstorm ideas using:
 - **Wordle:**
<http://www.wordle.net/>
 - **Tagxedo:**
<http://www.tagxedo.com/>



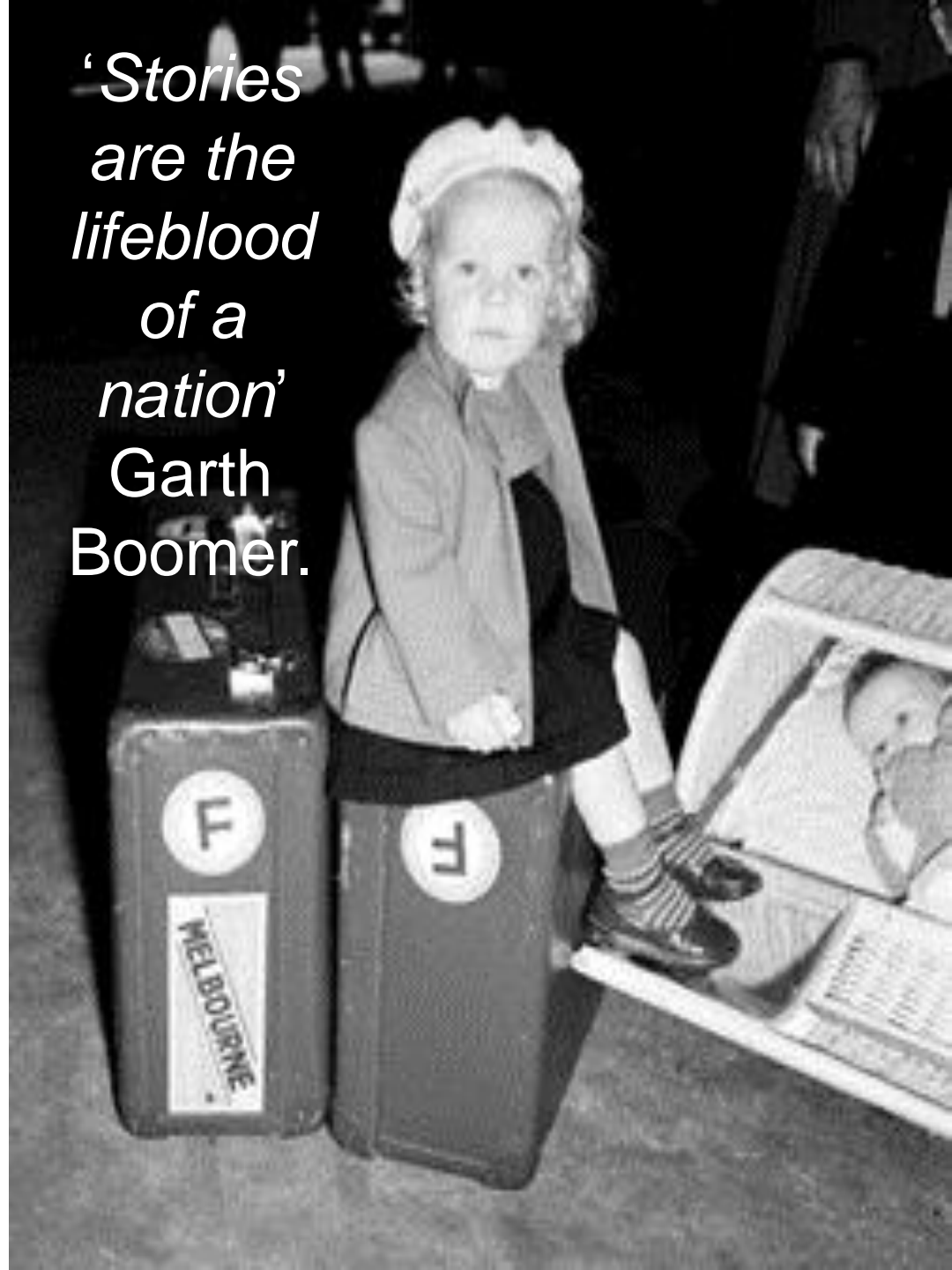
Multimodal Digital Texts

- *“Multimedia sonnets from the people”* (Daniel Meadows).
- Focus on language and visual literacy!
- Immerses students in the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditory, gestural, or spatial modes.
- *‘Multimodality captures the multifaceted and holistic nature of human expression and perception, while linguistics alone does not embrace the full richness of semiotics’* (Kress, 2000).

Digital Texts

- A digital timeline
- A narrative
- Creative non-fiction
- E-postcards
- A character's blog or Facebook
- A persuasive podcast
- Choose your own adventure
- Alternative perspectives
- A soundscape
- A digital poem
- A news report
- A travel tale: Google Earth

*'Stories
are the
lifeblood
of a
nation'*
Garth
Boomer.



Digital Texts

- **Curio box** for a character in power point or Photostory
- Twitter texts
<http://www.pbs.org/shakespeare/#>
- **Museum Box:**
<http://museumbox.e2bn.org/>



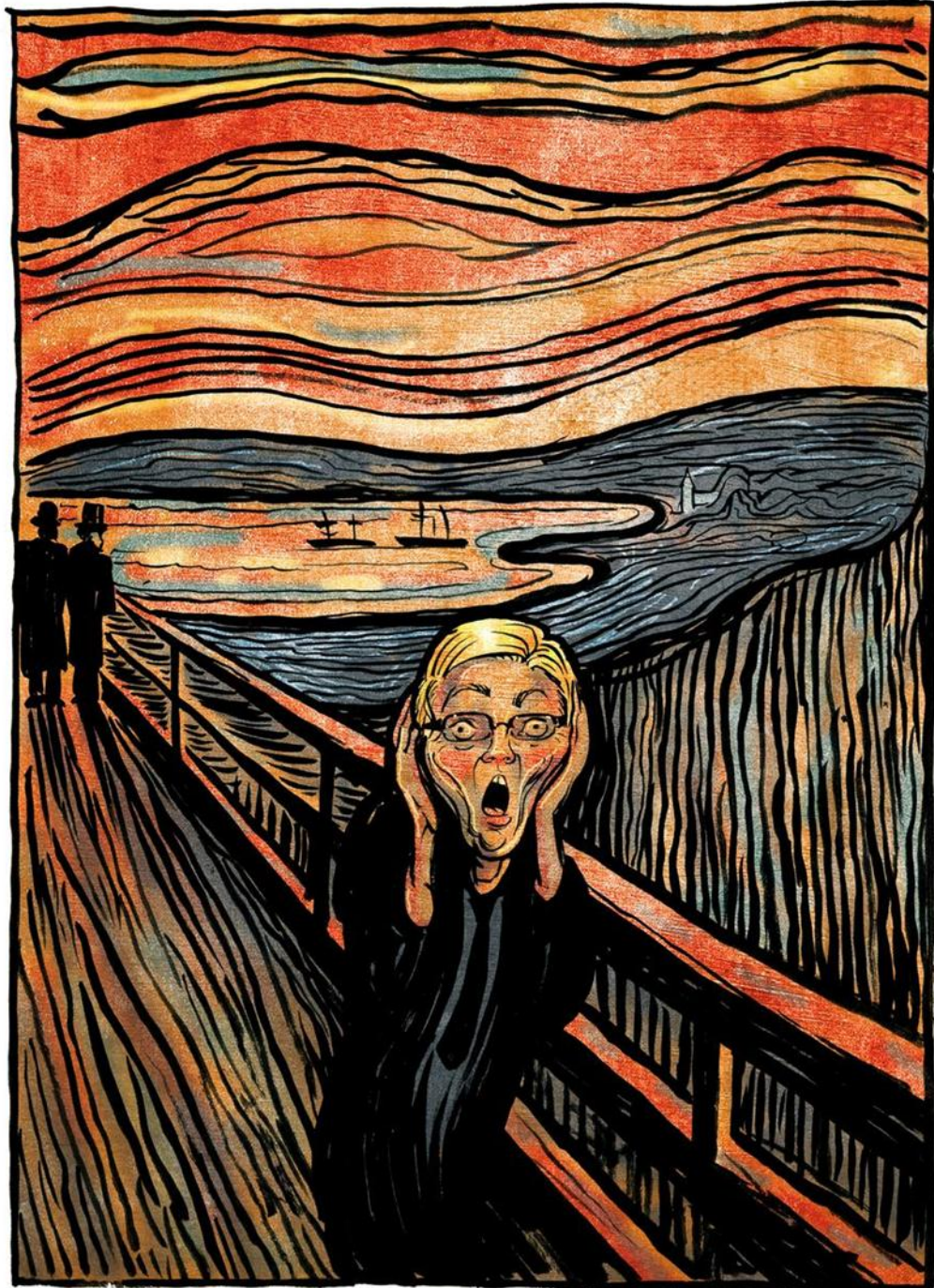
Digital Texts

- **GoAnimate:**
<http://goanimate.com/>
- **Make Beliefs Comix:**
<http://www.makebeliefscomix.com/>
- **Pixton Comics:**
<http://www.pixton.com/uk/home>
- **Toondoo:**
<http://www.toondoo.com/Home.toon>
- **Superhero:**
http://superherosquad.marvel.com/create_your_own_comic
- **Xtranormal:**
<http://www.xtranormal.com/>



Embracing the Remix

'Be a magpie, take from everywhere, but assemble the scraps and shiny things you've lifted in ways that not only seem inventive, but really do make new meanings' Kirby Ferguson.



Much obliged Munch

Boerman 5

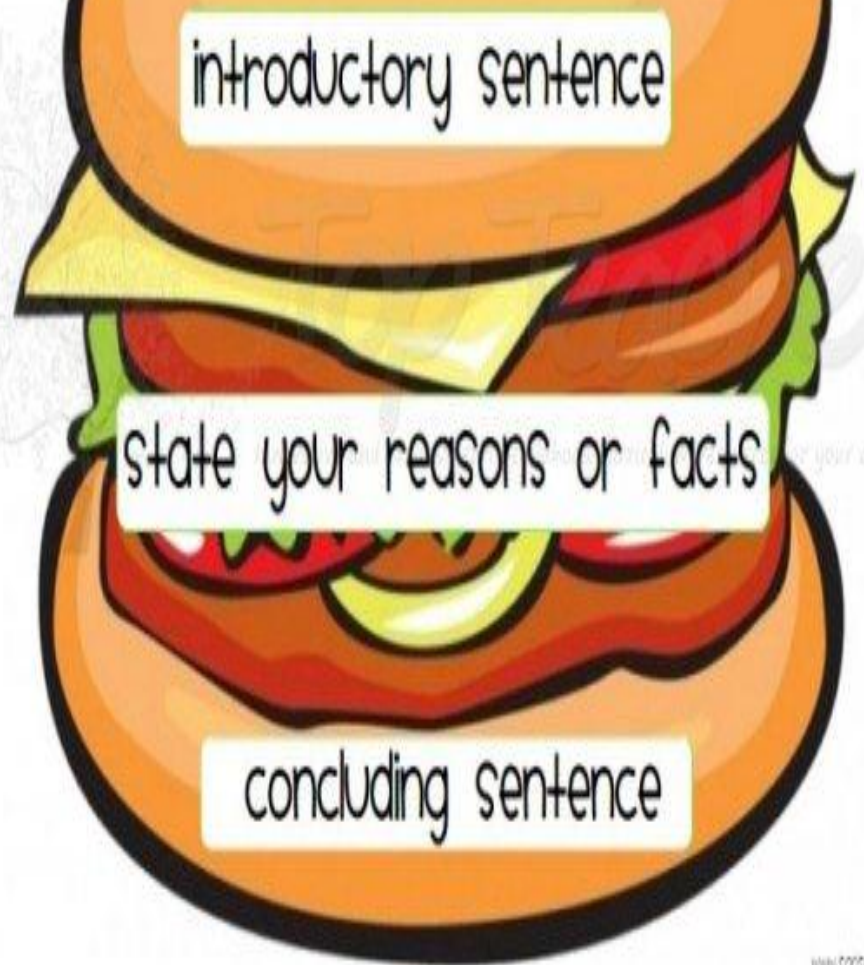
GLOBAL WARMING
IS LEAVING MANY HOMELESS

Persuasive Texts

Persuasion

- Verbs as the muscles of persuasion
- Imperative voice, modality and declarative sentences
- Nominalisation
- Emotive wordle
- Polarised debates:
 - Cars vs. walking
 - Book vs. Kindle
 - Clothes dryer vs. clothesline

persuasive writing

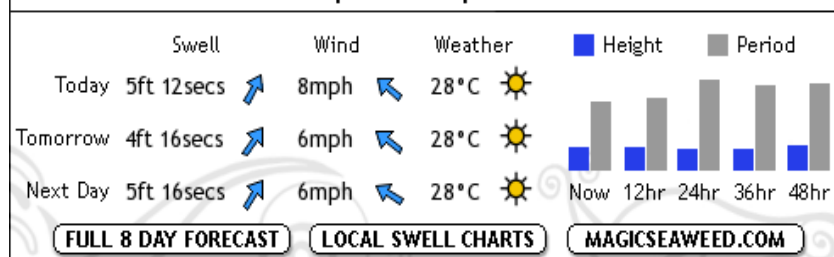


Exposition

- 60 second presentation on a burning issue or 20-word blog post
- **Websites such as:**
 - Surfaid:
<http://schools.surfaidinternational.org/>
 - Rhetoric:
<http://www.putlearningfirst.com/language/20rhet/20rhet.html>
 - Amnesty International:
<http://www.amnesty.org.au/refugees/>
 - Protest poetry and songs:
http://www.ppu.org.uk/learn/poetry/poetry_against.html



Uluwatu Surf Forecast - 2pm 29th Apr CIT



Exposition

- Graphic organisers
- Persuasion 101:
<http://prezi.com/62290/>: An introduction to persuasion
- Persuasion map:
<http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf>
- Online persuasion map:
http://www.readwritethink.org/files/resources/interactives/persuasion_map/
- Essay Map:
<http://www.readwritethink.org/materials/essaymap/>

Name _____ Date _____

Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.



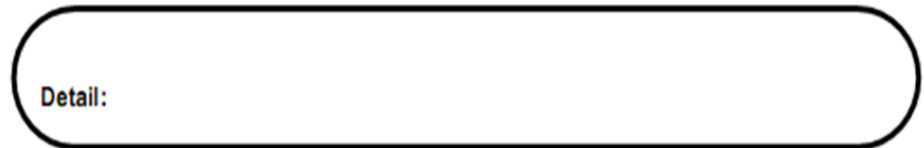
Topic:



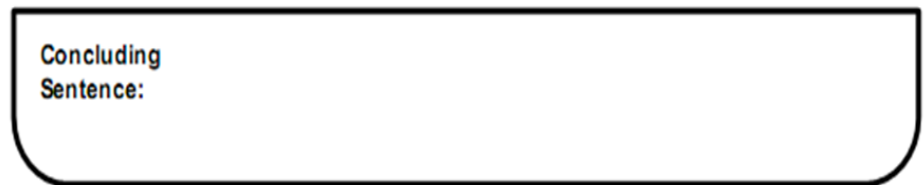
Detail:



Detail:



Detail:



Concluding Sentence:

Informative Texts



Essay Writing

- **Conceptual understanding:**
 - The thesis or line of argument
 - In response to the question
 - The supporting ideas
 - The framework and drivers for extended responses
 - Judicious evidence



Cohesion

- Structured paragraphs:
Topic sentence, developing sentences and evaluative sentence
- Building and Connecting Sentences with Transitional Words and Phrases
- Connecting words:
Furthermore, in contrast, alternatively...



Extended Responses

- **Analyse:**
 - Begin with the idea or meaning first to avoid the shopping list
 - Explain and evaluate the meaning and impact of the feature
 - Integrate into the analysis and evaluation of the text/s



Independent Research

- Investigating a genre, concept of composer's works
- Inter-disciplinary
- Mind-mapping
- Google Advanced search
- Literature review
- Essay or Imaginative texts plus critical reflection



Faction

- Creative non-fiction
- Faction: Taking an historical event and creating a narrative that has footnotes. Could be a digi-text with original photographs and footage from YouTube.
- Autobiography of the not so famous!
- Life-writing: photographs, interviews, music
- Blogs
- Feature articles

"Alice Pung is a gem. Her voice is the real thing." —AMY TAN



Alice Pung *Unpolished Gem*

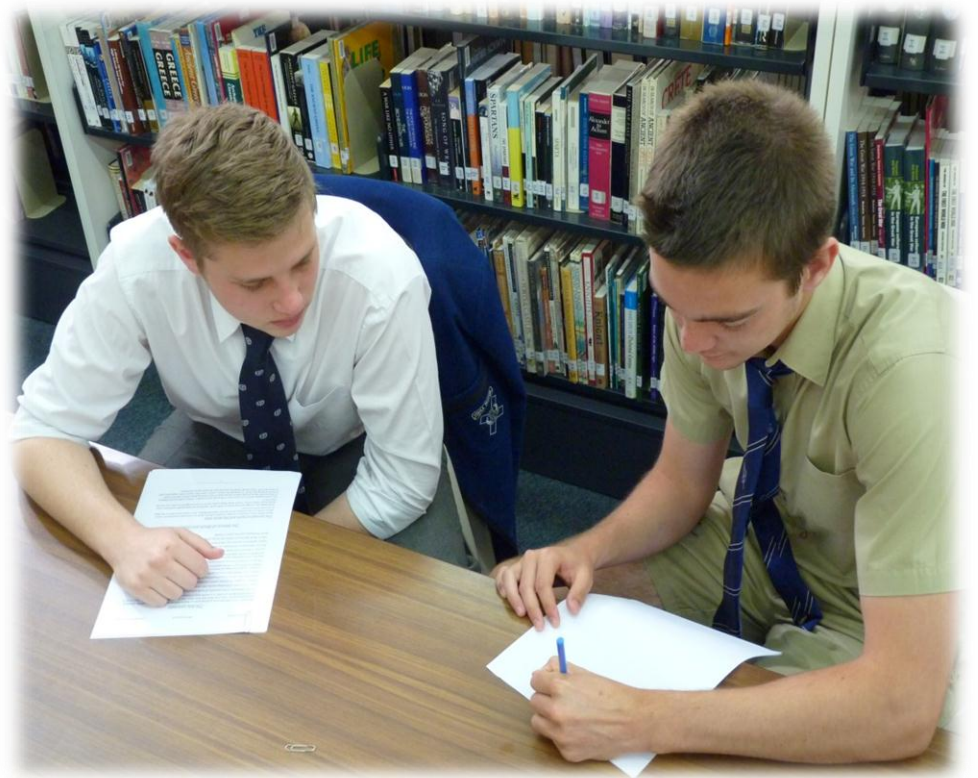
"An ordinary life examined closely reveals itself to be exquisite and complicated and exceptional, somehow managing to be both heroic and plain." -- Susan Orlean in The Bullfighter Checks Her Makeup



Collaboration

*‘When students get to see other students’ work it deepens understanding’
(Nicol, 2008).*

- Reading circles
- Critical friends
- Paired sharing



Effective Feedback

- Precise
- Strategic
- Timely
- Frequent (Holmes & Papageourgiou, 2009)
- Encourages students to make the difference and do resubmits
- 'Insert word'
- Iannotate
- Camtasia



The Power of Feedback in School Settings

John Hattie (2003)

Feedback directed to the 'self'
(e.g.: "You are a great student").
'Rarely does it enhance
achievement or learning'.

Increases the
ability to
accommodate
feedback and
create internal
feedback...

Level 3: Self-regulation

Relates to greater skill in self
evaluation/self regulation

Feedback at this
process level
appears to be
more effective
than at the task
level for enhancing
deeper learning'

Level 2: Process

Aimed at the processes used to create
the product/task

'Having correct
information is a
pedestal on
which processing
and self-
regulation can be
effectively built.'

Level 1: Task

'corrective feedback'
information focussed

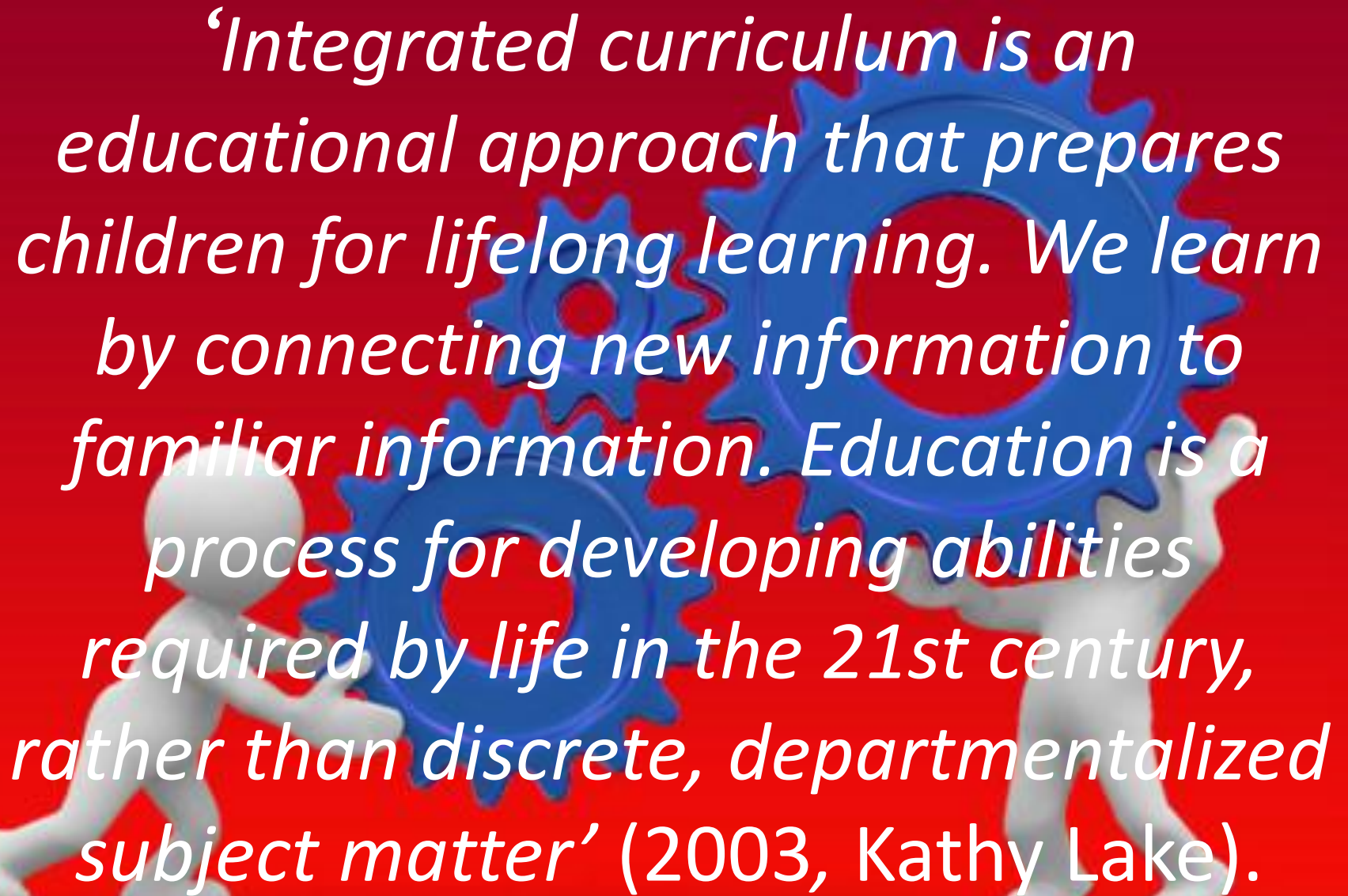
Pedestal of
feedback

Most feedback
remains task
focused

Peer Assessment

- *“When students are more active participants in the whole process, then feedback is likely to be most useful to students’ learning” (Hattie & Timperley, 2007).*
- *“When students get to see other students’ work it deepens understanding of the learning goals” (Nicol, 2008)*



The background features a solid red field. Overlaid on this are several large, blue, interlocking gears of different sizes. Two white, 3D-rendered human-like figures are positioned at the bottom, appearing to be in motion as if walking or pushing the gears. The text is written in a white, italicized serif font and is centered horizontally across the upper and middle portions of the image.

‘Integrated curriculum is an educational approach that prepares children for lifelong learning. We learn by connecting new information to familiar information. Education is a process for developing abilities required by life in the 21st century, rather than discrete, departmentalized subject matter’ (2003, Kathy Lake).

Integrated Tasks

- Making meaningful connections between disciplines through integrated assessment.
- **Recognition that new ways of thinking are borne out of deep knowledge and its application across disciplines.**
- *‘Education is a process for developing abilities required by life in the 21st century, rather than discrete, departmentalized subject matter’ (Kathy Lake, 2003).*



Project-based Learning

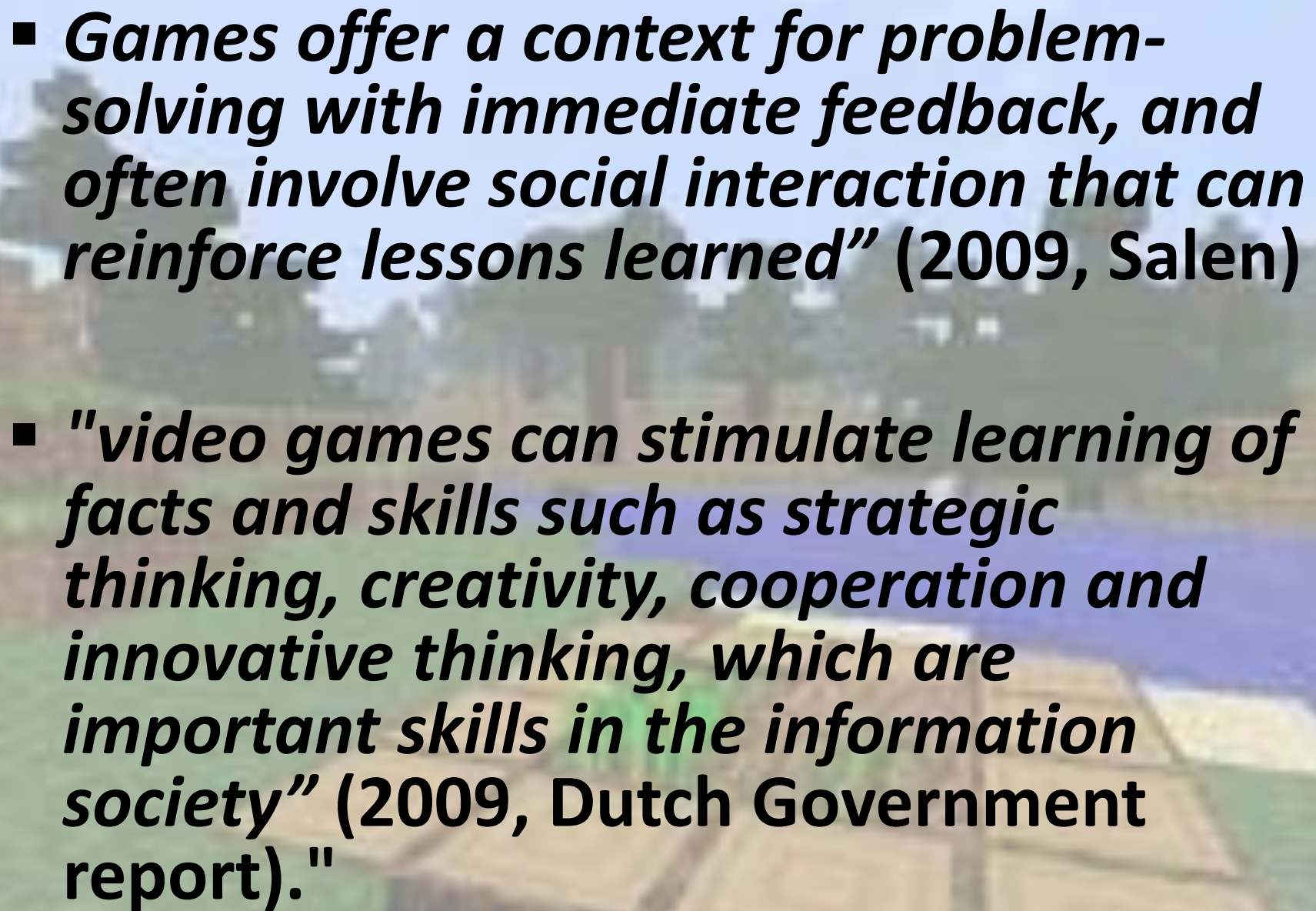
- Connected to real world situations
- Yr. 7 world problems
- Yr. 8 *Minecraft* and sustainability
- Yr. 9 world problem
- Yr. 10 Action learning projects

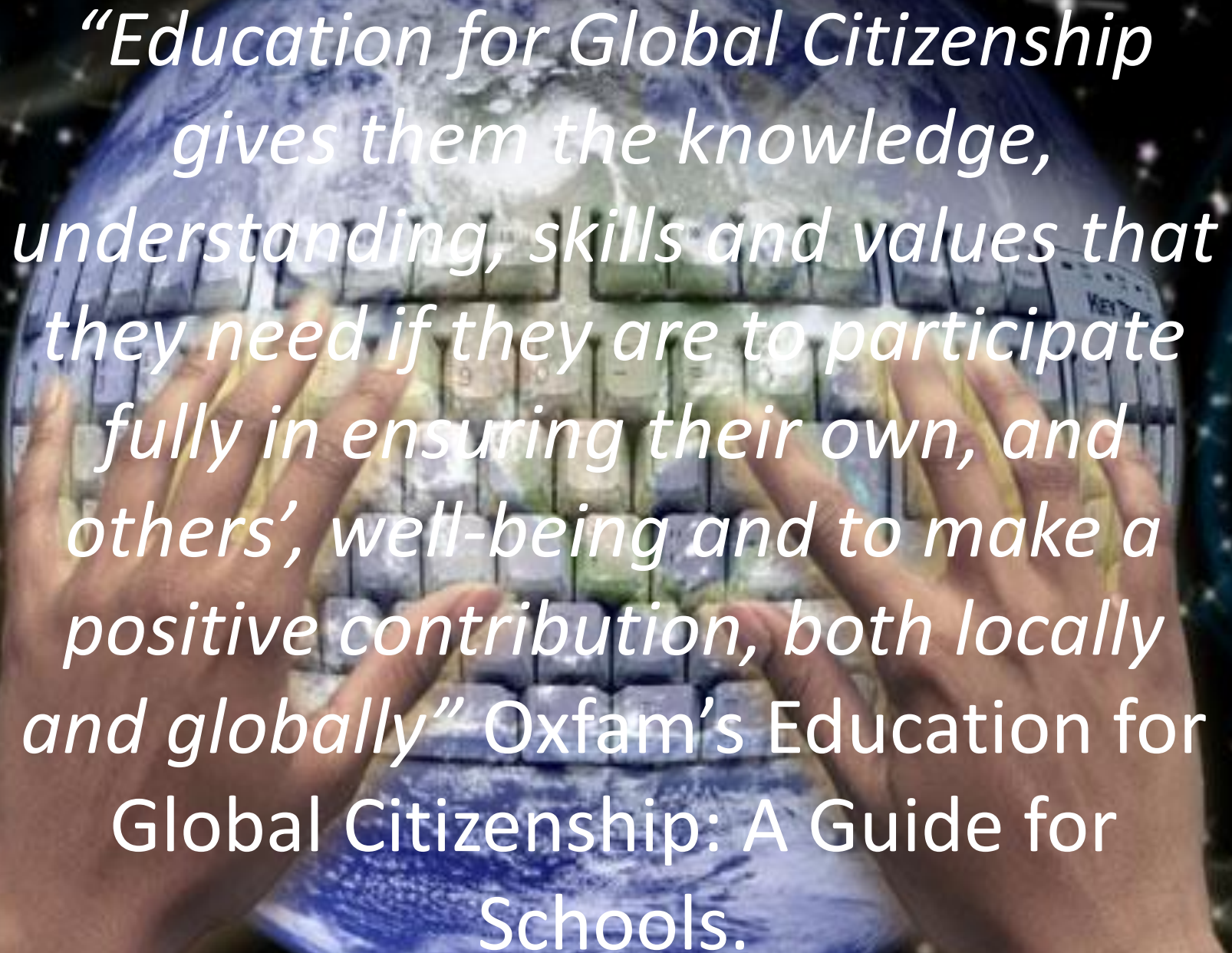


Online Gaming

- Develop a low energy, sustainable city using *Minecraft*
- Inter-disciplinary
- Pre and post survey
- Deadlines and challenges
- Teams of three
- Flip Learning model
- City design and a report



- 
- ***Games offer a context for problem-solving with immediate feedback, and often involve social interaction that can reinforce lessons learned” (2009, Salen)***
 - ***"video games can stimulate learning of facts and skills such as strategic thinking, creativity, cooperation and innovative thinking, which are important skills in the information society” (2009, Dutch Government report)."***



“Education for Global Citizenship gives them the knowledge, understanding, skills and values that they need if they are to participate fully in ensuring their own, and others’, well-being and to make a positive contribution, both locally and globally” Oxfam’s Education for Global Citizenship: A Guide for Schools.

Global Connections

- Connecting our students globally to students and experts in other places.
- Singh (2010) asserts that culture is an excellent vehicle for inspiring creative thinking and collaborative problem solving.
- When students share ideas and strategies with students from other countries they are encouraged to think divergently and develop innovative approaches.





Global Projects

- <http://www.virtualclassroom.org/index.html> - competition
- **epals:**
<http://www.epals.com/projects/info.aspx?DivID=index> E.g.
digital storytelling and global warming
- **Flat Classrooms:** <http://www.flatclassroomproject.org/>
- **iLearn:** <http://media.ilearn.org/home>
- **Global School Net: Cyberfair and Doors to Diplomacy:**
<http://www.globalschoolnet.org/>
- **Skype in the Classroom** <http://education.skype.com/>
- ***WeWrite2connect:*** Global writing project across disciplines



Platinum winners Global Cyberfair

Student Voice

- Enabling our students to have a choice in what they learn and how they demonstrate the learning.
- *'validating and authorising them to represent their own ideas, opinions, knowledge and experiences throughout education in order to improve our schools'* (Fletcher 2005).



Student Voice

- Student involvement in school and community development.
- Students as researchers and co-enquirers – Action Research Projects.
- Students making significant inputs to teaching and learning, and organisational decision-making.
- Student Future Think Tank





***‘The great challenge of
our time will be to
spark and stoke the
creative furnace inside
every human being’
Richard Florida.***